

TEACHERS – HANDS UP FOR CCTV IN SCHOOLS

By

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DECLARATION

I certify that this dissertation contains no material that has been accepted for the award of any other degree or diploma in any institute, college or university. In addition, to the best of my knowledge and belief, it contains no material previously published or written by another person, except where due reference is made in the text of the dissertation.

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ABSTRACT

Closed Circuit Television (CCTV) in public places has become a widely accepted method of surveillance for the purpose of public safety and crime management (Moran, 1998). Over recent years, increased public concern, media attention and political pressure over high levels of disruptive behaviour and violence in schools have prompted educators to search for new and more effective methods of combating the problem (Christie, Petrie and Christie, 1998). One of the methods explored has been the introduction of CCTV into the educational environment. The practice has since become increasingly widespread in many countries, including The United States of America and The United Kingdom (The United States Department of Education, National Center for Education Statistics, 2002: Association of Teachers and Lecturers, 2008). This increase is reflected in Australia where the number of schools implementing CCTV surveillance has continued to rise (Australian Education Union, 2003).

It would appear that this trend is set to continue as an increasing number of Australian schools implement CCTV. This raises questions regarding the purpose of the increase and the effectiveness of CCTV for the purpose. As there is currently no research available to address those questions, the purpose of this project was to identify the perceptions of key stakeholders in education on the use of CCTV in schools. To determine the perceptions of key stakeholders, a sample of six participants were purposefully selected to include principals, early childhood and primary teachers. The participants shared their perceptions during individual, semi-structured interviews.

It was established through this research that a perception exists that CCTV in schools has the potential to contribute to significant improvements to school safety and performance. In addition to the identification of the perceived benefits of CCTV, the research also established several serious concerns over the process of management and control of CCTV within the school environment.

As a result of the findings of the study it was recommended that there is a significant need for further consultation with key stakeholders in education prior to the discussion of future decisions regarding the implementation of CCTV surveillance in schools.

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CHAPTER 1 – INTRODUCTION

Background

Closed-circuit Television (CCTV) surveillance systems collect visual images which are transferred to a central recording device for the purposes of review and storage. CCTV systems serve as situational methods of subjecting locations to remote surveillance (Gill & Spriggs, 2005). Initially introduced as a security measure for British retailers in 1967 (Moran, 1998), the use of CCTV surveillance in public places has escalated to become a widely accepted feature of public life. The 2007 Survey of Community Attitudes to Privacy commissioned by The Office of the Privacy Commissioner, Australia (2007) identified that amongst the 92% of Australians who are aware of CCTV surveillance in public places, 72% were not at all concerned about the presence, and only 5% were very concerned. These findings offer an indication of how widely accepted CCTV surveillance in public areas has become. In recent years, public institutions including hospitals, police stations, and government offices have installed CCTV systems for the purposes of security and safety. This practice has now extended into educational settings. Christie, Petrie and Christie (1998) suggest that increased public concern, media attention and political pressure over high levels of disruptive behaviour and violence in schools have prompted educators to search for new and more effective ways of combating the problem. The United States Department of Education, National Center for Education Statistics (2002) has recorded that 28% of American schools currently use CCTV. Of these schools 93% utilise CCTV within the classrooms. In the United Kingdom, the Association of Teachers and Lecturers (2008), which represents approximately 160,000 educators, has revealed that 85% of the members are employed at schools

with established CCTV systems. There are no official statistics available to document the exact number of schools using CCTV in Australia, however, the Australian Education Union (AEU) in 2003 estimated that the number exceeded 100. The AEU Tasmanian Branch (AEUTAS, 2009) considers the rising number of schools using CCTV to be so significant that policies to guide the principles and procedures of use have recently been introduced. These findings indicate that the use of CCTV in schools is increasing. If this trend continues, it is foreseeable that the number of Australian schools using CCTV surveillance will continue to rise.

Purpose of Research Project

A preliminary investigation of the current issues surrounding CCTV use in schools identified an increasing number of schools, and a change in justifications. If this trend is set to continue it will result in issues and considerations for all stakeholders in education. The stakeholders who are most likely to be affected are teachers and students. The purpose of the research project was to identify teachers' perceptions of the use of CCTV in schools. Identification of the perceptions held by key stakeholders in education has contributed to findings which have the potential to inform future considerations for the development of policies governing the use of CCTV in schools. By analysing teachers' perceptions it was also possible to reveal potential concerns about school values and the need for further research.

Significance of the Study

There is considerable research into the use of surveillance for social control. Early observations by Foucault (1977) suggest that surveillance of an individual causes the subject to self-monitor and moderate their own behaviour. Later research

has focused on the deterrent effect of CCTV, which results in diminishing the potential for deviance. This is achieved “through the process of centralised and institutionalised socialisation through which dominant norms and values are inculcated, making deviance literally unthinkable” (Norris & Armstrong, 1998, p. 7). However, it is only recently that researchers are beginning to question the impact of CCTV surveillance in the educational context. Although there is a wealth of research on the effectiveness of CCTV in public places to influence social control, and on the implications for social values, there is currently limited research linking these two areas to consider the potential impact in the school environment. The aim of this project was to employ current understandings of the influence of CCTV surveillance on social behaviour, and apply them to the investigation of teachers’ perceptions of CCTV in schools.

Research on CCTV surveillance in public places suggests that it has the potential to alter social values (Norris, Moran & Armstrong, 1998). Although this research is undertaken within a social context, the fact that schools are inherently social institutions accords a satisfactory degree of confidence in the transferability of the findings to an educational context. Australian schools are required to define clear objectives for values education. The Australian Government Department of Education, Science and Training (DEST, 2005) has developed a National Framework for Values Education in Australian Schools. The framework defines values education as “any explicit and/or implicit school-based activity which promotes student understanding and knowledge of values, and which develops the skills and dispositions of students so they can enact particular values as individuals and as members of the wider community” (p. 1).

A transition from expectations of students' intrinsic self-surveillance, to the imposition of external surveillance represents a shift in focus away from the development of students' self-regulation of behaviour, towards a reliance on new technology as a deterrent to inappropriate behaviour. The implication of this potential shift in values is that inappropriate behaviour becomes perceived as inevitable (Garland, 2001). Such a perception results in what Furedi (1997) describes as a "morality of low expectation" (p. 15). This expectation is in stark contrast to the explicit and embedded values endorsed by the Australian National Framework of Values Education. This shift presents a significant ethical contradiction that justifies further consideration through research.

The increasing trend to implement CCTV surveillance systems in public places and the associated implications for social control and values, has inspired considerable discussion and extensive research (Norris & Armstrong, 1998). Despite this interest, the simultaneous increase of CCTV surveillance in schools has been subjected to only minimal research. A recent study by Hope (2009a) concludes with the assertion that:

Research needs to be undertaken into the facilitation of social control through surveillance practices in schools... the ethics underlying such practices need to be explicitly understood, lest individuals remain unaware while values embedded in the educational system start to change, possibly for the worse.
(p. 15)

It is this need for explicit understanding that informed the principle aim of the project.

Research Questions

In order to perform a satisfactory investigation of teachers' perceptions by drawing on authentic experiences, it was first necessary to define and explicitly state the dominant aspects that would serve as a focal framework for the inquiry. The overarching research question was:

What are teachers' perceptions of CCTV surveillance in schools?

As the intention of the study was to elicit an understanding of the overarching focus and purpose of the research project, dominant aspects of inquiry were constructed to provide a framework to guide and inform the investigation and support the collection of meaningful data. These aspects were framed by the following research questions:

1. What do teachers perceive as the advantages of CCTV in schools?
2. What do teachers perceive as the disadvantages of CCTV in schools?
3. To what extent do teachers believe that the perceived advantages and disadvantages of CCTV in schools support or undermine current practices for teaching values?

CHAPTER TWO – LITERATURE REVIEW

Introduction

As discussed in chapter one there are currently no research studies available that address the precise focus of this project. In the absence of comparative research perspectives relevant to the specific topic of this project, the literature review is structured to draw upon the exploratory research conducted by Hope (2009a) and to examine associated research pertaining to CCTV usage in social contexts.

Justification for the use of CCTV in schools

Initial justification for CCTV surveillance in schools was directed towards the need to protect students, staff and property from external threats such as vandalism and intruders. Norris and Armstrong (1999) discuss the original intentions of the implementation of CCTV surveillance in schools as being for purposes of protection and security. Surveillance equipment was focused on school access and perimeter areas, with the aim of preventing unwelcome intruders. However, information provided within the background for this project clearly indicates that there has been a transition from predominantly external surveillance towards internal monitoring systems. This appears to be consistent with Lyons' (1994) findings that surveillance systems implemented for one purpose often evolve into a different role. Research conducted by Hope (2009a) has revealed a range of additional justifications for the change from external to internal observation practices. Justifications for the use of CCTV surveillance and the aims of implementation include: to deter inappropriate social behaviour (bullying, loitering,); to reduce theft and property damage attributed to students; to increase the areas of observation without increasing

demands on staff; and to produce evidence of inappropriate behaviour for the purpose of disciplinary action. Hope (2009a) suggests that “such examples illustrate that whilst school CCTV use might have been initially concerned with protecting against ‘dangerous outsiders,’ it has subsequently developed to facilitate the social control of students” (p. 2).

The dramatic change from a justification of protection to that of conduct control has raised concerns within government departments of education in Australia, and has served as a catalyst for the introduction of policies regarding the acceptable use of CCTV surveillance in schools. Policies to guide the use of CCTV in schools have been largely developed to reflect the policies implemented for CCTV use in public places and workplaces. The recent submission by the Office of the Privacy Commissioner (2009) to the Victorian Law Reform Commission for inclusion in consultation paper 7 – Surveillance in Public Places, has contributed to the development of policies aimed at educational institutions. The Department of Education and Early Childhood Development, Victoria (2009) has included a brief provision in the Emergency and Security Management Policy to guide the use of CCTV in schools. The policy states that the use of CCTV systems is restricted by privacy legislation. Installation of cameras is not permitted in areas such as toilets, showers, changing rooms and staff rooms, or for the purpose of monitoring student and staff performance. AEUTAS (2009) implemented a considerably more detailed policy which dictates guidelines covering all aspects from installation to monitoring. The policy includes a requirement for individual schools to provide prior justification for the implementation of CCTV monitoring, describes prohibited uses and acceptable location, duration and methods of surveillance. The policy also outlines the role of individual school codes of practice and monitoring committees to ensure

ethical conduct throughout the process. The literature presents conflicting perspectives as it argues that CCTV surveillance is justified for the benefit of the school community, yet the utilisation raises significant levels of concern to warrant the introduction of policies to guide and restrict appropriate use. The change in type and justifications for implementation, in addition to the introduction of policies to guide acceptable use, indicate that it is recognised that CCTV surveillance is being used in schools as a method of social control. Having established that there is an accepted element of social control employed through the use of CCTV surveillance in schools, it was necessary to examine current research regarding the influence of CCTV surveillance on social control, and the relevance within the educational context.

The influence of CCTV surveillance on social control

Rule (1973) defines social control as the use of mechanisms to “discourage or forestall disobedience... [to] either punish such behaviour once it has occurred, or prevent those with inclinations to disobedience from acting on those inclinations” (p.19). Social control facilitated by CCTV surveillance may be seen to have two facets. Firstly, observations of unacceptable actions can result in an immediate physical intervention of behaviour. Secondly, the awareness of the possibility of being subjected to observation encourages self-surveillance amongst individuals (Hope, 2009a). Surveillance by any method may be considered as a key element of social control mechanisms. Surveillance of a group or an individual provides the observer with evidence of behaviours (Rule, 1973). The use of traditional surveillance through personal observation is an established practice in contemporary schools. Students are subjected to continuous supervision during educational and

recreational activities. When combined with school rules, expectations and norms these practices may be considered to contribute to a discourse of conduct control. Students become conditioned to expect surveillance and as a result become socialised into a 'culture of observation' (Hope, 2009b). Given that it is accepted practice to observe students and that students are conditioned to accept this observation, the discussion will now seek to establish any additional issues that the use of CCTV surveillance presents as a method of social control in the educational setting.

The significant difference between traditional observation practices and CCTV surveillance is that the new technology enables images to be recorded and archived for the purpose of future assessment. It is argued by Norris et al. (1998) that contemporary society increasingly demands that inappropriate behaviour, and the legitimacy of taking disciplinary action is dependent on the production of evidence. CCTV technology effectively facilitates the production and storage of evidence in a manner that satisfies the demands of contemporary society. Students' denial of involvement in an inappropriate incident is no longer viable if the activity is captured on camera and undeniable evidence is able to be produced. It is this investigative role of new technologies which demonstrates the principle difference between traditional methods of social control within schools, and the potential influence of CCTV surveillance. It is argued by Hope (2009a) that although CCTV surveillance in schools offers opportunities for remote observation and for the production of recorded evidence, it does not appear to support the more desirable development of students' self-surveillance. Self-surveillance is traditionally encouraged through school values systems which promote self-regulation of behaviour and endorse the importance of values which include an intrinsic respect for property and people.

Relying on surveillance technology may result in a change of expectations from students acting in response to their intrinsic motivations and values, to the low moral expectation that accepts inappropriate behaviour as inevitable and that technology is required to facilitate intervention and to provide evidence. Without careful consideration given to the effects of CCTV surveillance on student motivations to learn and enact values, there remains a risk of schools adopting the approach that “social order is a matter not of shared values but of smart arrangements that minimise the opportunities for disruption and deviance” (Garland, 2001, p. 183). Having established that CCTV technology facilitates both immediate physical intervention, and the recording of images as evidence, it was necessary to explore the implications for student behaviour.

Effects of CCTV surveillance on student behaviour

In order to consider the potential effects on student motivations to learn and enact values, it was first necessary to examine the impacts on students’ behaviour and reaction to CCTV surveillance. Hope (2009b) draws upon Marx’s (2003) typology to argue that students subjected to surveillance may engage in deliberate resistance strategies. The strategies employed in response to CCTV surveillance include avoidance and concealment. Avoidance strategies involve students recognising locations and times that surveillance is carried out and actively choosing to avoid those areas. Norris and Armstrong (1999) recognise that it is almost impossible to provide effective CCTV coverage for an entire building. Due to the financial expense of new technologies this may be particularly unfeasible in the school environment. Students seek out areas that are not subjected to surveillance, thus avoidance strategies lead to the displacement of behaviours or activities. This

may result in the establishment of areas that require additional surveillance intervention. Avoidance and displacement activities indicate that surveillance may result in a change in location, time or style of inappropriate behaviour, rather than the effective prevention of the activity (Newburn, 2007). Concealment resistance strategies include the intentional act of blocking or obscuring the view available to the CCTV cameras. This may involve a group of students purposefully standing between the camera and the individuals performing the inappropriate behaviour. Although this action, if observed will almost certainly lead to physical intervention, the students' intentions are to prevent the recording of evidence, and thus enable students to deny involvement.

The resistance strategies described are dependent on students' awareness of being observed. Marx (2003) raises the point that for resistance strategies to be employed, students must first be aware of the possibility of being actively observed. This awareness results in the students adopting the strategy of counter-surveillance. Counter-surveillance describes the act of consciously assessing the source of surveillance. The location of cameras, view limitations, and whether or not the cameras are being actively monitored, are all taken into account by students who use counter-surveillance. Each of these resistance strategies require degrees of deceitful behaviour, however it is difficult to establish whether the use of CCTV surveillance causes students to develop more deceitful behaviour, or alternatively that new technology results in students expressing established behaviours through innovative outlets.

As previously discussed, the Australian National Framework for Values Education (DEST, 2005) places primary emphasis on the development of students' intrinsic motivations to learn and enact values. This project sought to reveal teachers'

perceptions of whether the extrinsic motivations presented in the form of immediate physical intervention and the production of evidence facilitated through the implementation of CCTV surveillance, are in direct conflict with the desired development of students' intrinsic motivations to learn and enact values.

Conclusion

A review of the literature has revealed that justifications for the implementation of CCTV surveillance in schools have evolved from the purpose of protection, into an overt method of social control. An exploration of the use of surveillance in locations other than schools has determined that it is the ability of CCTV surveillance to facilitate immediate physical intervention, and to produce reliable evidence of inappropriate behaviour for review, which introduces a dimension of social control which prior to this new technology was not possible to achieve. The literature suggests that student awareness of the implications and limitations of CCTV surveillance has motivated individuals to express resistance behaviours in the form of avoidance, concealment and counter-surveillance strategies. The execution of this research project drew on the findings offered by current literature to construct the investigation of teachers' perceptions of CCTV surveillance in schools.

CHAPTER THREE - METHODOLOGY

Introduction

The literature review has identified several issues and considerations that are relevant to teachers as key stakeholders in education. As the intention of this study was to elicit an understanding of teachers' perceptions of the use of CCTV in schools, it was necessary to construct a research design which facilitated the collection of authentic and meaningful data. This methodology chapter describes and justifies the methods chosen to conduct the investigation.

Methodological Theory

The nature of the project, which serves as an exploration of teachers' perceptions and resulted in findings which are qualitative places the project design within a post-positivist framework (O'Leary, 2004). Data collection was conducted for the purpose of drawing out participants' descriptions of perceived experiences in relation to the phenomenon of students subjected to CCTV surveillance. Therefore, the study was undertaken using a phenomenological approach.

Phenomenological Approach

Although the origins of phenomenology can be traced back to Kant and Hegel, Vandenberg (1997) regards Husserl as the most important influence on phenomenology in the twentieth century. Vandenberg credits Husserl for the introduction of the theory that a person's conscious experience of an object or action must serve as the only absolute data and that realities are treated as pure "phenomena" (p. 3). A phenomenological approach is concerned with understanding

social and psychological phenomena from the perspectives of people involved (Moustakas, 1994). Teachers' experiences and understandings of student behaviour and motivations in response to any method of surveillance for the purpose of conduct control contribute to their development of preconceptions and perceptions of student behaviour and motivation in response to a related scenario. According to Moustakas, "the aim of phenomenological research is to capture the 'essence' of human experience of a phenomenon as described by participants in a study" (p. 21). The use of semi-structured interviews was chosen to facilitate the collection of data that faithfully captured the core meaning of teachers' perceptions.

Ethical Approval and Considerations

Minimal Risk research approval to undertake the project (H1169) was granted by The Human Research Ethics Committee on May 10th 2010. Approval to conduct research in government schools was granted by the Department of Education Tasmania (DoET) on May 13th 2010.

The project was carried out subject to approval from The Human Research Ethics Committee and the Tasmanian Department of Education and was conducted fully within the conditions of the National Statement on Ethical Conduct in Human Research (Australian Government National Health and Medical Research Council, 2007). Participating teachers were provided with information regarding their rights and responsibilities, and the purpose and procedures of the study before giving written consent. Participation in the study was entirely voluntary and participants were aware of their right to withdraw involvement or information at any stage of the project. Interview transcripts were made available to participants for approval of

content before the data was included in the study. Participant confidentiality was assured through the use of pseudonyms for all re-identifiable data. Data was stored securely in locked cabinets and password protected computer files for the duration of the project and will remain in secure storage for a period of five years. At the conclusion of this period all data will be securely destroyed.

Limitations

The study focused on the potential effects of CCTV surveillance on student motivations and as such consideration was given to the decision of whether it was necessary to investigate only the perceptions of individuals who had concrete experiences of teaching students who had been subjected to CCTV surveillance in school. However, as the ultimate intention of the study was to investigate the effects on student employment of either extrinsic or intrinsic modes of motivation to learn and enact values in response to an imposed extrinsic motivator, the context illustrated by the medium of CCTV surveillance could justifiably be regarded as a vehicle deployed to provide a means for investigation of the underlying concepts represented by the research questions.

The decision to limit the sample to 6 participants was consistent with recommendations of sample size for a phenomenological approach (Morse, 1994). It was considered that the amount and quality of data collected during the individual and intense focus of semi-structured interviews would prove sufficient to reveal patterns and relationships of meanings to be categorised into themes. As the purpose of the project was to explore the individual perceptions of teachers the participant

sample was not intended to represent a wider population but to investigate the phenomenon through the subjective nature of the study.

The geographical location of the participating schools was also considered as a limitation. North West Tasmania is a regional area, the largest city has a population of less than 20,000 (Australian Bureau of Statistics, 2010). The participants were employed at four different schools located within a 50km radius. The number of students enrolled at the four schools ranged from 150 – 400. The researcher acknowledged that the selected location consists of a local population with limited exposure to multi-cultural or urban influences. This effectively creates a monoculture of teachers and students with similar experiences. It was recognised that the findings of the study would be different if the project were conducted in a more multicultural or metropolitan location.

Reliability and Validity

The reliability of a research study is described by McMillan (2008) and McMillan and Schumacher (2006), as the degree of consistency with which research instruments measure what is intended to be measured. It refers to the extent to which results obtained by means of a research instrument would be similar over different forms of the same instrument or at different occasions of data collection. The qualitative methods used for the study presented several factors which were beyond the control of the researcher. These factors include: human factors, such as anxiety or motivation of participants; ethical considerations where the researcher had to rely on the willingness and availability of individual participants to contribute to the study; and the sampling method which excluded the

possibility to employ a random sampling technique. In recognition of the potential limitations to reliability the research design included specific methods to enhance reliability. To reduce human factors interviews were conducted at locations where the participants felt confident and relaxed. Time was allocated to orientating the participants to the focus of the research and the interview questions to enable individuals to give thoughtful and considered responses to the questions. Accuracy of the findings was enhanced through the use of extensive quotations and literal descriptions of participants' responses. The same researcher conducted the interviews and coded the interview transcripts to ensure context and interpretations reflected the genuine and implied meanings of the participants and reduced the possibility of distortion.

The researcher was aware that opinions, biases or expectations might have been reflected in the results. Being aware of the fact that subjectivity and potential bias might threaten the credibility of the research, the researcher took steps to avoid the possibility. Interview transcripts were made available to each participant before and after coding to ensure accuracy and context of responses. The data was coded using codes derived from the data as opposed to using predetermined codes. These deliberate steps diminished the effect of the researcher's subjective opinion and strengthened the accuracy of the findings. By addressing each issue the researcher was confident that the interpretation of the data produced reliable information.

The validity of research is the extent to which inferences, that are appropriate, meaningful and useful, can be made on the basis of the findings of the study and the degree of accuracy and trustworthiness of the research results (Creswell 2003; McMillan 2008). Throughout the semi-structured interview process the researcher as

the human interviewer, and recognised that role as being the instrument (Lincoln & Guba, 1985). The potential for participants' reflections and responses to be influenced by the instrument was accepted and the researcher was conscious of the need to respond to the interviewees with skill, tact and understanding in order to minimise distortion (Patton, 2002). Validity is also measured by the degree to which the interpretations of the data have mutual meanings between the participants and the researcher. To enhance validity the researcher and the participants must agree on the accuracy of the account and the meanings of the responses. To ensure accuracy and meaning each participant was provided with a transcribed account of their interview to check for accuracy. Verbatim accounts of conversations and direct quotes from transcripts are highly valued as data (Seidman, 2006). The researcher has presented extensive direct quotations from the data to illustrate participants' meanings. The deliberate measures employed ensured reliability and validity of the research.

Participants and Sampling Techniques

The study did not attempt to generalise findings beyond the participating sample and for that reason a non-probability purposive sampling strategy was employed. Purposive sampling involves the selection of participants to fulfil a specific purpose (Cohen, Manion & Morrison, 2007). In order to achieve an understanding of the focus of this qualitative study and to best answer the research questions it was important to purposefully select participants who would offer thoughtfully considered responses during individual interviews. For this reason, a snowball sampling strategy was employed. To instigate the sampling process key employees of the Department of Education Tasmania, Learning Services (North-

West) were approached and invited to be involved in the recruitment of suitable participants. The key employees were selected in recognition of their professional and personal capacity to act as “Gatekeepers” to potential participants (Seidman, 2006). The gatekeepers initially recommended and provided contact details for individual teachers from government and non-government schools who demonstrated the qualities and dispositions regarded as conducive to making a meaningful contribution to the study. Those selected teachers then recommended further individuals to continue the sample recruitment process until the required number of participants was confirmed. The potential participants were provided with information sheets, given an opportunity to contact the researchers for further information and provided with participant consent forms to complete and return if they decided to be involved with the project. A sample size of six individuals was chosen to facilitate the inclusion of a potentially varied range of perceptions and richness of data whilst remaining manageable within the practical exigencies of an honours project.

Data Collection

Data collection was achieved through the use of individual, semi-structured interviews. It is regarded by May (2001) that conducting semi-structured interviews is potentially the most effective method of revealing insights into experiences, opinions and attitudes of relevant individuals. O’Leary (2004) recommends a semi-structured interview technique as appropriate for obtaining structured answers to previously planned and defined questions whilst also allowing a degree of flexibility to explore interesting issues or observations that may arise during the interview. The

semi-structured format facilitated the design of pre-defined questions and subordinate questions to specifically address the research questions whilst also allowing for the opportunity to expand on participants' responses as appropriate. To obtain authentic responses during semi-structured interviews it was considered beneficial to select a location that is convenient to the participant, private, familiar, and in a context relevant to the interview focus (Seidman, 2006). Each principal was provided with an invitational information sheet to assist them in making the decision to consent to the school's participation in the study. Participating schools and teachers were assured of confidentiality through the assignment of pseudonyms for all re-identifiable data.

Data Analysis

Information obtained during teacher interviews was analysed for evidence of the perceptions of the effects of CCTV surveillance in schools on student motivations to learn and enact values. Data analysis was achieved through the process of qualitative content analysis of transcribed interview responses. Content analysis involves the process of coding, categorising, comparing and drawing conclusions from the data provided in language and linguistic features of text (Cohen et al., 2007). The content analysis process is considered by May (2001) to be particularly suitable in the study of perceptions of phenomena due to the process of deconstruction, interpretation and reconstruction of text which enables the researcher to reveal tendencies, sequences and relationships between data which is relevant to the particular study. The process revealed emergent themes and sub-themes which

were compared and categorised for presentation as results and discussed in relation to the literature and the research questions.

CHAPTER FOUR - RESULTS

This section describes the second phase of data collection and analysis which includes three levels of content analysis. The first level of analysis involved identification of key themes and concepts through the process of coding the six interview transcripts. This process of analysis identified categories that were either explicitly revealed or implied during the talk. The key interview data was then transposed into a table according to the inductively developed thematic categories. The second level of data analysis consisted of the examination of text and the calculation of key word frequencies. The aim of this stage of analysis was to identify the frequency that key words and cognates appeared within the talk to provide an indication of the significance of each thematic category. The result of the key word frequency analysis is displayed in figure 1.

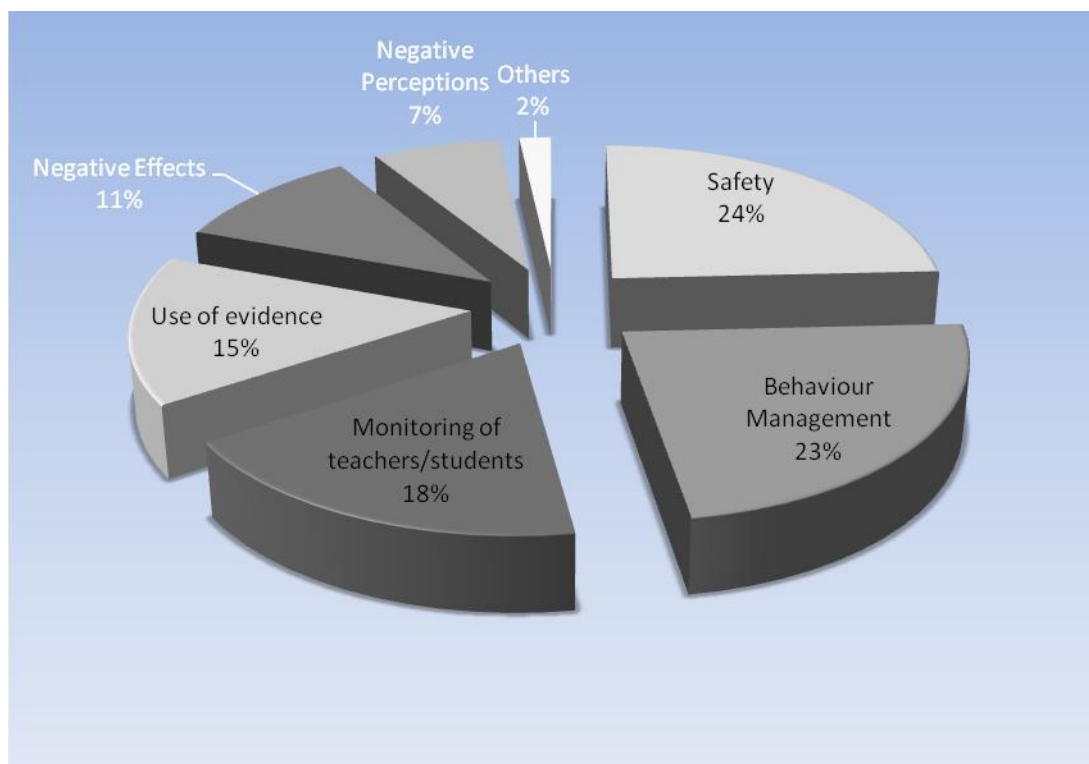


Figure 1. Key Word Frequency Analysis

The third stage of analysis involved further deconstruction and interpretation of the coded transcripts to distinguish the context of the talk related to each category and to identify the responses as either an advantage or disadvantage. Once the themes had been identified and positioned accordingly they were further divided into advantages relating to teachers and advantages relating to students. The process then continued to identify disadvantages for teachers and disadvantages for students. This structure is used to present key themes in this results chapter.

Advantages of CCTV in schools

Analysis of the transcripts revealed three main categories that were identified as advantageous aspects of CCTV in schools. These categories are presented in figure 2.

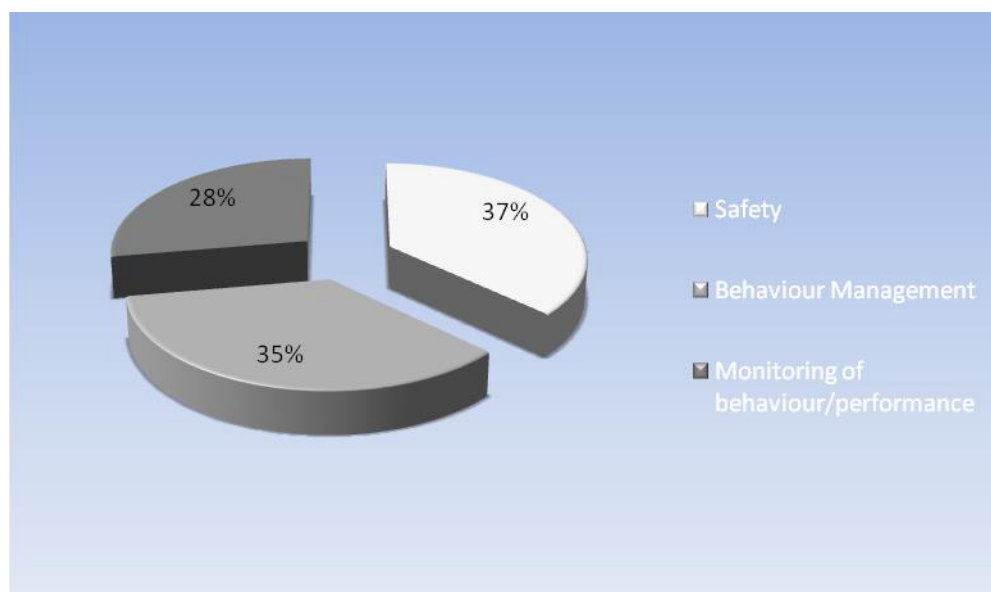


Figure 2. Teachers' Perceptions of the Advantages of CCTV in Schools

The three categories of safety; behaviour management and the monitoring of performance and behaviour were further divided into advantages as they apply individually to teachers and to students. The results of this process are displayed in Table 1.

Table 1. Thematic Categorisation of the Advantages of CCTV in Schools

Category	Thematic category	Key terms	Characteristic level 3 response
Advantages for teachers			

AT1	Safety	Safe OR security	<p>It keeps you safe, not only the children but the teacher as well.</p> <p>If ever there was an incident where a teacher could be liable for something, or legal issues of teachers being blamed, it would be cut and dried.</p>
AT2	Behaviour management	Deterrent, identify OR proof	<p>If there were cameras I think it would prevent that, I think it would be proactive in a way of stopping events.</p> <p>Teachers would be able to learn so much about and identify what had lead a child to disengagement or what it is that has caused disruption.</p>
AT3	Monitoring of performance	Reflection, development OR accountable	<p>If you were trying to do some professional development improving your own practice it would be a really useful tool.</p> <p>That would be good for reflective practice which is something we all need to do.</p> <p>We are being held so accountable for improved outcomes we have got to get past this issue of being watched.</p>
Advantages for students			
AS1	Safety	Safe OR prevention	<p>Rough play and bullying might stop.</p> <p>I think children would feel really safe knowing it was there.</p> <p>Information about the safety of the equipment and which areas of the playground are better used</p>
AS2	Behaviour management	Improvement, reduction OR deterrent	<p>It would help their learning and their peers' learning.</p> <p>On the whole I think their behaviour would improve.</p>
AS3	Monitoring of behaviour	Assessment, identify OR engagement	<p>You could go back to it [CCTV recording] and assess from that.</p> <p>Not just about behaviour but the engagement in the learning process.</p> <p>We would be able to track behaviour</p>

Advantages for teachers.

The participants' responses revealed their perceptions of the advantages of CCTV in schools for teachers. The three main advantages were perceived to be improved safety in the school environment; assistance for behaviour management; and the ability to monitor teachers' performance.

Safety.

The most prevalent theme to emerge from the interview data relating to the advantages of CCTV for teachers was safety. Several teachers voiced concerns over their own and their students' safety in the current school environment. All participants were in agreement that the presence of CCTV would serve as an effective deterrent against physical attacks from students and adults. A number of participants recalled experiences of having felt concerned for their physical safety in a school environment as a result of threatening behaviour by a student or adult. These participants agreed that CCTV would support a safer school environment through the provision of a deterrent to physical attacks and the capacity to record evidence of violence. This common sense of reassurance was expressed through a number of responses that indicate the advantage of CCTV to support a safe school environment. Angela spoke about her anxiety in response to her perception of the increasing number of physical confrontations in schools:

We need a safe society and safety in the playground. Not so much in the classroom because there is always an adult present, but definitely in the playground because it is becoming harder and harder these days. It is just about keeping them safe and adults too really, especially in high schools.

(Angela)

The threat of potential physical violence was mentioned by all participants and the overall consensus was that CCTV would serve as an effective deterrent to physical attacks and thus improve safety for teachers in the school environment. Meredith spoke about the benefit for teachers and children:

I think that it keeps you safe, not only the children but the teacher as well.

(Meredith)

In addition to teachers' views on the improvement in physical safety attributed to the deterrent effect of CCTV, all participants agreed that a major asset to safety would be the ability to review incidents recorded on CCTV to gain reliable evidence of events. Each participant spoke about their concerns for being wrongfully accused or held liable for actions or conduct of which they are innocent. These concerns influence teachers' confidence in their professional and personal security or safety. The interviews revealed that teachers felt there would be a definite advantage in having the ability to collect reliable evidence to show relevant stakeholders in any event which is open to dispute. Meredith described the apprehensiveness that many teachers feel about the potential for career threatening disputes:

Having something on record to show to a child or parent to prove what actually happened because getting the truth is very difficult. If ever there was an incident where a teacher could be liable for something, or legal issues of teachers being blamed, it would be cut and dried. (Meredith)

Behaviour management.

The second most prevalent theme to arise from the interview data was that of behaviour management. All participants spoke about the potential of CCTV to serve

as an effective behaviour management tool. The teachers attributed this potential to the capacity of CCTV to act as a deterrent to inappropriate behaviour, the ability to provide reliable evidence of inappropriate behaviour and the opportunity to gather information regarding factors that contribute to behaviour management issues.

All participants believed that if students were aware of being observed and of the resultant consequences they would be less likely to carry out inappropriate behaviour than if they were not under observation. Jean spoke about the potential of CCTV to deter students from carrying out inappropriate behaviour:

As vigilant as a teacher might be, as soon as they turn their back to go in a different direction a child, or children, if they want to engage in something inappropriate they will. But if there were cameras I think it would prevent that, I think it would be a proactive way of stopping events. (Jean)

Although all participants agreed that students would be less likely to conduct inappropriate behaviour if they were aware of being under CCTV surveillance, several teachers felt that the effectiveness of CCTV as a deterrent would be dependent on the age of the students. Those teachers believed that younger students would be more likely to respond to the deterrent than older children. Jean mentioned her reservations about the effectiveness for different age groups:

I am not sure how effective it would be for older children but for this age [primary] I am fairly sure that children would know that there would be no getting out of the situation. The evidence is there so they would know. (Jean)

During discussions on behaviour management, several teachers spoke with frustration regarding their attempts to seek parental support to implement positive

behaviour support strategies. The frustration stems from a tendency for parents or caregivers to refuse to accept their child is responsible for or is involved in behaviour management issues. These participants said that they would welcome the opportunity to provide parents with undeniable evidence of their child's behaviour with the intention of addressing inappropriate behaviour consistently between school and home. Susan expressed her enthusiasm to have the facility to provide proof of inappropriate behaviour to parents:

I often have problems of parents not believing that their child is not doing the right thing or are misbehaving. So it could be used as proof. (Susan)

In addition to the deterrent effects of CCTV and the ability to provide evidence to parents and students, several teachers described the benefit of being able to review CCTV footage after an event has occurred to gain an understanding of the reasons for the incident. The majority of the participants spoke of their awareness that all too often inappropriate behaviour appears to occur without justification but by reviewing the footage it would be possible to identify the factors which preceded the incident. Jean considered the value of this for developing teachers' understanding of student behaviour:

Teachers would be able to learn so much about what had lead a child to disengagement or what it is that has caused disruption. (Jean)

Monitoring of performance.

The participants felt that the monitoring of teachers' performance using CCTV would provide distinct advantages for teaching practice. The advantages include the opportunity to reflect on teaching performances, the potential for

professional development and the capacity to perform ongoing assessment to contribute to accountability in the teaching role. Several teachers spoke about their experiences of unintentionally disregarding individual students which results in missed teaching opportunities. Meredith highlighted the value of being able to review and reflect upon CCTV footage:

There would be a lot of advantages for teaching practice as well as pedagogy, reviewing it yourself and seeing that 'oh gee, I didn't go near that kid today' or 'oh, I didn't see that child had his hand up'. So there would be definite advantages. (Meredith)

One participant, Susan, had recently installed a video camera in her classroom. The video camera recorded for the duration of the school day and students were made aware of the fact that it would be recording the whole classroom. Susan explained that she found it to be an invaluable learning experience:

I did it to watch my teaching and it was really valuable for me to see maybe that I spent too much time at one particular group of children and not walking around the whole room. And watching my questioning and things like that. So from a learning of teaching it was really, really valuable. (Susan)

A number of participants felt that it is essential for exemplary teachers to engage in reflective practice and that CCTV would provide an accessible format for that process. Angela spoke about the usefulness of CCTV as a professional development tool:

If you were trying to do some professional development improving your own practice it would be a really useful tool. You could look at it to see if what you wanted to get out of a lesson actually happened.... so that would be good for reflective practice which is something we all need to do. (Angela)

All participants recognised the relationship between monitoring of teachers and the resultant benefits for students. Meredith provided a concise observation:

If you were monitoring it for the quality of teaching there would be some definite advantages for the students too. (Meredith)

The participants were in absolute agreement regarding the advantages of monitoring teacher performance providing that it was conducted respectfully. Jean emphasised the need to create a positive environment for teachers under observation:

Would have to have a community based on absolute trust and respect that whatever is being watched is only going to be used in a positive way. If you do that in a non-threatening way in which colleagues can look and talk about it. (Jean)

The participants spoke about their acute awareness of the potential for monitoring of teacher performance to contribute to professional assessment. A minority of teachers expressed their concern that assessment based on CCTV observations might cause apprehension for individual teachers, however, the general attitude amongst participants was that improved accountability is a necessary development for the progression of individual teachers and the teaching profession as a whole. Angela felt that being monitored for assessment would satisfy her desire to

be recognised for the effort she directs into improving her own teaching practice and to have the opportunity to justify her pedagogies:

I think it would help for being accountable in your position and because it is so hard for a principal or learning services person to know what goes on in a classroom and to know that the teacher is actually doing what they are supposed to be doing. I think that is a definite advantage. (Angela)

As a principal, Jean identified the potential of CCTV to assist her in her responsibility to conduct staff appraisals and to justify her decisions:

We are being held so accountable for improved outcomes; we have got to get past this issue of being watched. Your performance has to be good, we are all supposed to be exemplary teachers and it is my job to be able to get there. I need to be able to say 'you are really strong in this area, but...' and it would help me in some ways if I could take home the video. I would be able to get a better feel at home because I think my presence in the room changes the dynamics of what the kids would or wouldn't be doing. So it is not always the most realistic way to get an appraisal but it is the only way we have got.

(Jean)

The responses shared by the participants identified the three main advantages to be improved safety in the school environment; assistance for behaviour management; and the ability to monitor teachers' performance. These properties are closely reflected in teachers' perceptions of the advantages for students which will now be presented.

Advantages for students

Safety.

The most prevalent theme in relation to the advantages of CCTV for students was safety. Participants voiced their concerns for students' physical safety, issues of acquiring assistance in an emergency and the safety or suitability of the physical environment. All participants believed that the presence of CCTV would decrease violent behaviour and physical bullying and thus result in improved safety for students. Teachers attributed this to their belief that if students are aware of being observed and of the resultant consequences they would be less likely to carry out inappropriate behaviour than if they are not under observation. Susan spoke with relief about the potential of CCTV to deter inappropriate physical behaviour:

Rough play and bullying might stop. (Susan)

As a consequence of the deterrence of physical violence the teachers felt that students would feel reassured that observations were taking place. Angela spoke about her experiences of students being concerned for their own safety in areas of the school and playground that might not be under teacher observation and the reassurance that CCTV might provide for them:

I think children would feel really safe knowing it was there. (Angela)

Another safety issue raised by one participant, Meredith, was that of the current procedure of gaining assistance from other staff in the event of an emergency. Meredith presented the scenario of a teacher on playground duty observing a medical emergency. The standard procedure in the majority of schools is for the duty teacher to send a student to the office to gain assistance. The procedure

can result in serious delay if the office is unattended or assistance is unavailable. Several teachers expressed their anxiety of undertaking duty in areas that are isolated from other staff. This was of particular concern to teachers with responsibility for supervision of children with life threatening allergies and other conditions as a delay in gaining assistance could result in serious consequences. Meredith spoke about the advantage of having the ‘extra pair of eyes’ that monitored CCTV may provide:

Having support out there when you are one teacher on your own, having someone that could assist immediately or spot trouble and things you haven't seen. Getting someone out there pretty quickly would also be an advantage.

(Meredith)

Another advantage raised was that of being able to observe students' daily interactions with the school environment. This information could be used to assess the safety and suitability of playground equipment, human traffic congestion and students' preferred areas for engaging in inappropriate activities such as bullying or loitering. Participants felt that the information gained from these observations could contribute to the planning and design of safe and efficient school environments. Cathryn spoke about the advantages to be gained from observations of the environment:

Information about the safety of the equipment and which areas of the playground are better used. So it could help in playground development.

(Cathryn)

Behaviour management.

All participants were in agreement that disruptive behaviour performed by a minority of students has the capacity to interrupt and negatively affect other students' learning. Teachers felt that the previously discussed potential of CCTV to improve behaviour management would also prove beneficial for students' learning. Paul spoke about his belief that CCTV would contribute to a less disruptive learning environment for all students:

It would help their learning and their peer's learning. (Paul)

The participants attributed this reduction in disruptive behaviour to the fact that students would have an awareness of being under observation and would therefore be discouraged from acting inappropriately. Several teachers also believed that students who are consciously aware of being under observation would also be more inclined to remain focused on assigned tasks. Susan shared her observations that students who are in a teachers' direct line of vision are more likely to remain focused on their work than students who assume they are out of sight. Susan compared this to the effects of CCTV:

Maybe it would make children more aware that they have someone watching them all the time and they will become more focused on their work. (Susan)

Susan explained that during the period that she had implemented the video camera in her classroom she deliberately manufactured a situation where she had to leave the class unattended for a brief period. When the recording was reviewed, Susan was surprised at the inappropriate behaviour enacted by two students in her absence. The students were shown the footage and asked to reflect upon what they

saw. Susan described the change in the students' behaviour as a result of the reflection:

Their behaviour dramatically improved when I played it back to them and said 'caught out'. (Susan)

Monitoring of behaviour.

Teachers felt that CCTV would provide the benefit of being able to monitor students' behaviour over an extended period. The information gained from observations could be used to identify individual patterns of behaviour. Several teachers mentioned that being able to review CCTV recordings would provide an invaluable tool for teachers. Jean felt that the information could be used to implement proactive strategies for positive behaviour support and thus reduce the need for corrective strategies to be employed:

We would be able to track behaviour and would be able to see children who are always on the outer. (Jean)

Teachers would be able to learn so much about what has lead a child to disengagement or what has caused disruption. (Jean)

Another advantage of monitoring students suggested by the participants was the ability to review CCTV recordings for the purposes of student assessment. Several teachers described their experiences of being so absorbed in a lesson or a particular group of students, that other students get overlooked and it isn't until after the lesson that they realise they have excluded certain students. Meredith also pointed out that unplanned teaching moments which could contribute to assessment may be concealed in a flurry of activity:

Sometimes there are moments that you don't really plan for, so something comes up in discussion and it generates this really rich oral language. You could go back to it [CCTV recording] and assess from that. You could say 'he said that' or 'she used really specific vocab'. (Meredith)

A number of teachers also felt that being able to monitor individuals and groups of students would assist teachers in their evaluation of teaching strategies and learning activities. The process of reviewing CCTV recordings would enable teachers to assess the levels of engagement amongst the students and identify points at which students become disengaged. Donna and Jean spoke about the relationship between disengagement and inappropriate behaviour and the need to identify students' preferred learning styles.

It is not just about behaviour but the engagement in the learning process.
(Donna)

It would be about learning styles too. (Jean)

These responses reflect teachers' views that CCTV could serve as a positive contribution to the gathering of information to assist in the planning of engaging and effective learning experiences.

Disadvantages of CCTV in schools

Having presented teachers' perceptions of the advantages of CCTV in schools, the perceived disadvantages that emerged from participants' responses during the interviews will now be presented. Analysis of the transcripts revealed

three main categories that were identified as disadvantageous aspects of CCTV in schools. These categories are presented in figure 3.

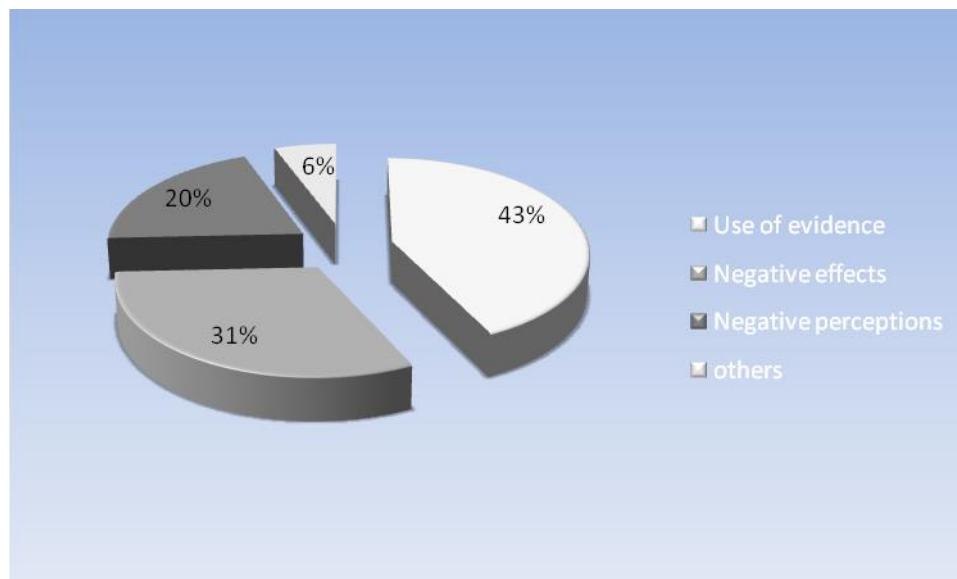


Figure 3. Teachers' Perceptions of the Disadvantages of CCTV in Schools.

The four main categories consisted of: use of evidence; negative effects; negative perceptions and others (financial, human resources). The categories were further divided into disadvantages as they apply individually to teachers and to students. The results of this process are displayed in Table 2.

Table 2. Thematic Categorisation of the Disadvantages of CCTV in Schools

Category	Thematic category	Key terms	Characteristic response
Disadvantages for teachers			
DT1	Negative effects	Confidence, watched OR self-conscious	<p>The teacher would feel that they were constantly being watched and that would affect the way they teach.</p> <p>Teachers would feel very self-conscious about it and nervous. You would feel like you were being watched all the time and scrutinised.</p>
DT2	Use of evidence	Misinterpretation, privacy OR access	<p>Things might be misconstrued if the sound is not good.</p> <p>You would have to be very careful who got hold of the footage because of the privacy factor.</p>
DT3	Negative perceptions	Community OR relationships	<p>The general perception of having CCTV is that people are going to be doing the wrong thing.</p> <p>Sort of sets a precedent too that the teacher can't be trusted, there has to be someone up there watching them.</p>
Disadvantages for students			
DS1	Negative effects	Confidence, displacement OR attention seeking	<p>Because they don't have a relationship with whoever is operating the camera they would find it intimidating.</p> <p>Some kids would play up to it to get noticed and use it as another attention seeking thing.</p> <p>If they are behaving badly they will just go somewhere that doesn't have CCTV.</p>
DS2	Use of evidence	Access, privacy OR evidence	<p>That would really worry me, what do you do with the evidence....who makes that decision?</p> <p>I don't think parents at this school would agree with it because we already have quite a lot of children who we are not allowed to take any photos of or keep any visual records of anyway. They are a bit suspicious of kids being monitored.</p>
DS3	Negative perceptions	Expectations, trust OR relationships	<p>You are almost saying to the kids that 'you are so badly behaved that your teacher can't control you'.</p> <p>I think that getting support from the parents and the community might be a big issue.</p>

Disadvantages for teachers

Use of evidence.

Amongst the strongest responses to emerge during the interviews were teachers' concerns about the use of evidence recorded on CCTV. These concerns included the possibility that evidence could be misinterpreted, the infringement on privacy and the control of access to recorded material. The participants expressed the current anxieties regarding the misinterpretation of teacher behaviour and felt that evidence captured on CCTV could accentuate these issues. Cathryn spoke about her personal concerns:

It could also make it difficult because if a child is hurt I do put my arm around them, or if somebody needs a cuddle or something, I do. But I wonder if I would feel as able to do that.... I am probably thinking for myself what male teachers already feel. (Cathryn)

These concerns were shared by Susan and Meredith:

Things might be misconstrued if the sound is not good, you know, you might give someone a pat on the back and the parents see that and take things the wrong way. (Susan)

If it is recorded without sound that could be an issue, you might not be able to really see what is going on if you are just reading something from body language it might not tell the whole truth. (Meredith)

Several teachers were apprehensive about the potential for the collection of CCTV evidence as an instrument for professional assessment. There are currently suggestions that performance based pay will be introduced into teaching. The

participants recognised a possible relationship between CCTV evidence and performance assessment. Meredith expressed her concerns:

Would it be used for assessment purposes? We are all going through this evaluation process at the moment and we have a principal come and observe us in the classroom and doing interviews. If we get that performance based pay, we seem to be heading in that direction. We already have principals checking on us and monitoring us so would CCTV be used for that as well. So that is a huge disadvantage. (Meredith)

As a principal, Jean was conscious of the fact that she may become responsible for making decisions regarding performance based pay and that judgements based on her observations in isolation may not be regarded as substantive for the Department of Education:

If it is leading to performance based pay and they [Department of Education] might say to us we need evidence because really it is only my word on my observations, is that going to hold enough weight to have one teacher paid more than another. (Jean)

One theme which was frequently embedded within discussion of other themes was the issue of infringements on privacy and the need to control access to evidence. Participants showed genuine concern for both their own and their students' privacy, and were in strong agreement that it would be necessary to implement comprehensive regulations and restrictions to the access of evidence. These concerns were reflected in the responses offered by Cathryn and Angela:

There would have to be protocols about who could see it.... you wouldn't just let any parent see it because there's that privacy issue with children. So there would have to be some sort of protocol as to who was, or in what circumstances people could access the footage. (Cathryn)

You would have to be very careful who got hold of the footage because of the privacy factor....who sees it, where is it kept, can anybody come in and look at it? So, definitely a privacy issue. (Angela)

Negative effects.

Participants identified several potential negative effects of CCTV. These included a reduction in teachers' confidence, insecurities about teaching practice which result in changes to content or strategies, and an increase in teachers' stress levels. Participants drew on their experiences of being under surveillance in non-educational settings and related them to the feelings they might encounter in their own classroom. The majority of the teachers envisaged that being under CCTV surveillance in the classroom could make them feel intimidated, scrutinised or judged. Jean and Angela shared their thoughts on the negative effects of CCTV on teachers' professional confidence:

It could create a feeling, especially for new or inexperienced teachers a bit of Big Brother is watching, or I [the principal] am watching. So, insecurity about their own pedagogy and practice. (Jean)

Teachers would feel very self-conscious about it and nervous. You would feel like you were being watched all the time and scrutinised. (Angela)

Teachers felt strongly that the negative effects of CCTV on teachers' confidence could perceivably result in teachers changing the way they teach. Several teachers believed that good teaching sometimes requires a degree of risk-taking. By trying a different teaching strategy or including content that may be considered 'unusual', valuable learning experiences can be created. The feeling amongst the participants was that if teachers develop insecurities about their practice they might be less inclined to take the risks necessary to deliver engaging learning experiences. In his role as a principal, Paul was acutely aware of the need to foster confidence in teaching staff and the negative effects that a loss of confidence can have on the quality of teaching:

The teacher would feel that they were constantly being watched and that would affect the way they teach. It would affect what they taught and how they taught it because they would always be thinking someone could be watching me, I won't teach this or I won't teach it this way. It would have a significant effect on how you went about your job and personally I wouldn't want it. (Paul)

Each participant who raised concerns regarding teacher confidence also expanded on these concerns by considering the overall wellbeing of teaching staff subjected to CCTV surveillance. These teachers were of the opinion that CCTV could have the potential to compromise the wellbeing of individuals. Paul and Meredith expressed their concerns about the cumulative effects of extended periods of observation:

To think that somebody is watching, they probably won't be but they could be and I have to justify the context of what I am doing, this activity fits well into

this unit and it is a valuable activity but when looked at in isolation by someone watching and thinking 'what the hell is going on in that classroom'. I think it would be detrimental to teachers' wellbeing. (Paul)

Would the teachers all be so stressed they would get burnt out and we'd be left with nobody in the school to teach them in the first place? (Meredith)

Negative perceptions.

Despite the numerous advantageous aspects of CCTV discussed by the participants, there was also an expectation that negative perceptions of schools in general and also more specifically of teachers would be provoked. All participants predicted that the inherent negative connotations that accompany CCTV represented in the media, would inevitably lead to negative perceptions of CCTV in schools being held by individuals and communities. There was a common sense amongst the participants that unless parents and communities were educated about the positive reasons for using CCTV in schools, the general perception would remain a negative one. Susan and Angela expressed their views on community perceptions of CCTV in schools:

The general perception of having CCTV is that people are going to be doing the wrong thing. (Susan)

I think that getting support from the parents and the community might be a big issue.... I don't think it would go down so well... the initial reaction would be 'no way'. (Angela)

In addition to teachers' beliefs that the general use of CCTV in school environments would invite negative perceptions, Angela also considered the impact

on individual schools. Angela felt that the decision to use CCTV on an individual school basis may direct negative perceptions to particular schools or areas. To avoid this Angela felt that it would be necessary for the decision to be a direction from the Department of Education and that CCTV would have to be implemented in all schools:

It would need to come from the education department and be across the board regardless of whether you are at Rocherlea Primary or a college in Hobart, or here. Then it doesn't leave the school open for judgement because it is a blanket thing and what we were told to do. (Angela)

Although the issue of negative perceptions was obviously important to all participants, one teacher raised a more personal concern. Meredith reflected with understandable sadness that the positive perceptions of teachers as trustworthy might be affected too:

It sort of sets a precedent too that the teacher can't be trusted, there has to be someone up there watching them. (Meredith)

Disadvantages for students

Negative effects.

Participants perceived several negative effects for students. These included a detrimental loss of confidence, an increase in attention-seeking behaviour and an increase in displacement behaviour. Teachers spoke about the fragility of confidence in children and the importance of developing their confidence through trust and security. Several teachers felt that a large percentage of students would experience

similar reactions to CCTV as discussed in the negative effects on teachers. Such reactions as feeling intimidated, scrutinised or judged would be magnified by the vulnerability of childhood and could result in ongoing negative feelings towards learning. Meredith offered her thoughts on how CCTV might affect her students, and also shared an experience which reflects the potential effects of CCTV on young children:

Because they don't have a relationship with whoever is operating the camera they would find it intimidating. Some really timid girls in my class would crumble under the idea that somebody else was watching them and would be terrified that the tape would be shown to someone. They would be too scared to do anything basically. (Meredith)

At our old school we had the security system installed and the preps thought they were cameras and they were absolutely terrified for 3 - 4 days. They were like 'oh no we are being watched' and every time the sensor light came on they all got worried. (Meredith)

Several participants suspected that there may be an increase in attention seeking or exhibitionist behaviour. Teachers spoke about their experiences with individual students who intentionally engage in inappropriate behaviour to gain attention. The participants anticipated that a minority of students would view CCTV as a captive audience and a new platform for their attention-seeking antics. Meredith affirmed this opinion:

Some kids would play up to it to get noticed and use it as another attention-seeking thing. (Meredith)

In addition to teachers' concern over an increase in attention-seeking and exhibitionist forms of behaviour, three participants also considered the possibility that CCTV may result in the development of resistance strategies. Teachers felt that students who are determined to engage in inappropriate behaviour will continue to do so by actively seeking areas of the school that are not subjected to surveillance. Meredith was convinced that this would be the case.

If they are behaving badly they will just go somewhere that doesn't have CCTV. (Meredith)

The participants also suspected that in order to avoid surveillance students might become more devious in their actions. This could induce an increase in covert behaviour such as cyber-bullying. Paul and Cathryn used their understanding of student resistance strategies to envisage the effects of CCTV:

They will think 'oh, I have to be a little more cunning about this, where is the blind spot? (Paul)

There would be different forms of bullying and they would find somewhere because that is the nature of the thing. (Cathryn)

Use of evidence.

In addition to the concerns raised in relation to the use of evidence discussed in disadvantages for teachers, a separate theme emerged which was the use of evidence of criminal behaviour. Several teachers spoke of their experiences of the current procedures for dealing with incidents of proven or suspected criminal behaviour. Participants felt that presently the majority of incidents are handled internally, with only serious criminal behaviour being referred to the police. There

was a feeling amongst the participants that if undeniable evidence were available, schools would submit to pressure from parents to share the evidence with external authorities. Teachers felt that, with the exception of instances of serious criminal behaviour, the involvement of the police could possibly be to the detriment of student wellbeing. Cathryn voiced her concerns for how evidence might be used:

It brings up a lot of questions about what is best for the child....so that would really worry me, what do you do with the evidence....who makes that decision? (Cathryn)

Negative Perceptions of Students.

Teachers felt that CCTV might induce negative perceptions and result in altered relationships between students, the school and the community. The majority of the teachers interviewed stressed their faith in students as being useful members of society who contribute positively to the community. School policies and procedures reflect and promote this view. The implementation of CCTV in schools may suggest that the balance from a whole and equal community of learners to one where the surveillors hold an advantage over the surveilled may be unfairly weighted. This could have a negative impact on the perceptions of students of themselves.

Like you are almost saying to the kids that 'you are so badly behaved that your teacher can't control you and there has to be this person in the security office controlling you. (Meredith)

The participants reiterated that the community perceptions relating to negative perceptions of teachers also relates to students. If the community thinks poorly of the students it promotes a community without trust and with low

expectations. Due to the negative connotations often associated with CCTV by the media it may not be welcomed in certain communities.

You might look at it as if it is a prison or something. (Susan)

I know all communities are different but knowing the community around here it would be very tough to get it up and running. It would need to be very structured with lots of guidelines to make it very clear before going ahead. (Angela)

In addition to negative community perceptions, several participants felt that parents might harbour negative attitudes towards CCTV. It was felt that negative attitudes could stem from an unwillingness to have their own children under surveillance, or from a reluctance to expose their children to the potential negative perceptions of other communities and individuals. Although it was recognised that the parents of students who are subjected to bullying may welcome the implementation of CCTV, teachers felt that overall it may be difficult for an individual school to gain consent from parents. Meredith spoke about the common parental attitude from the school at which she teaches:

I don't think parents at this school would agree with it because we already have quite a lot of children who we are not allowed to take any photos of or keep any visual records of anyway. They are a bit suspicious of kids being monitored.... we have Naplan and they don't like all that Big Brother kind of thing. (Meredith)

There was also some concern amongst participants that negative perceptions expressed by the community and by parents might result in students adopting

negative perceptions of themselves. Teachers emphasised the importance they place on the encouragement of students' self-esteem and resilience, both of which would be eroded if students develop negative perceptions. Ultimately, teachers felt that the foundation of the teacher - student relationship needs to be based on trust. If CCTV causes students to feel that teachers do not trust them, there are likely to be consequences on students' perceptions of themselves and their teachers. Meredith expressed this possibility with regret:

You should have a relationship with your kids that you trust them and they trust you. [Pause] You shouldn't need to have somebody else monitor both of you. (Meredith)

Others.

The only other potential disadvantage that was raised by one participant related to the issues of cost and additional human resources required to operate a CCTV system.

Summary.

Through the rigorous analysis of the interview data this chapter has established that teachers' perceptions of CCTV in schools are subject to their individual experiences in the school environment, their role as a teacher or principal, and the way in which they perceive the tendencies, needs and behaviour of students. Teachers described positive and negative attributes of CCTV in schools in relation to teachers and to students. Overall, teachers' perceptions indicated that the perceived advantages outweighed the disadvantages. A visual representation of the relevant proportions of advantages and disadvantages is displayed in figure 3.

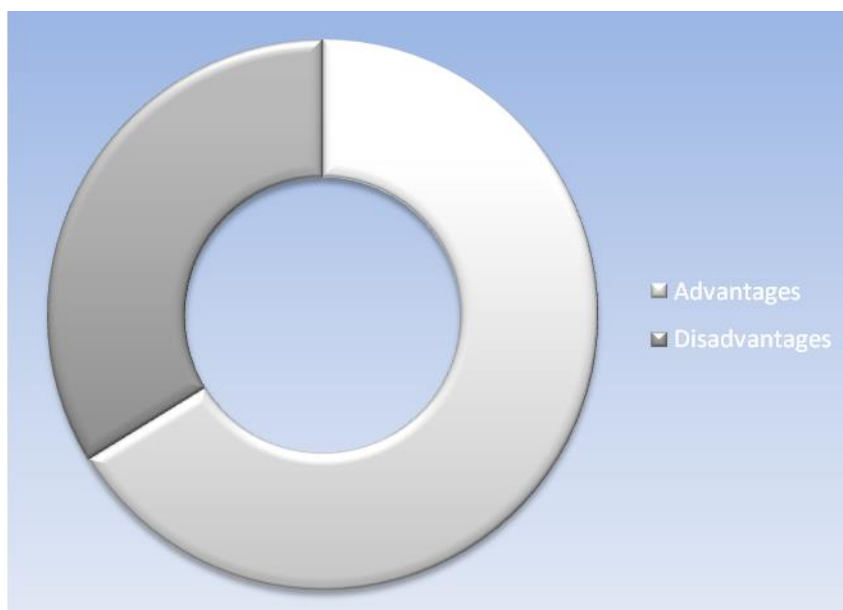


Figure 4. Teachers' Perceptions of the Proportion of Advantages and Disadvantages of CCTV in schools

The proportion of advantages and disadvantages as they relate individually to teachers and to students are represented in Figure 4.

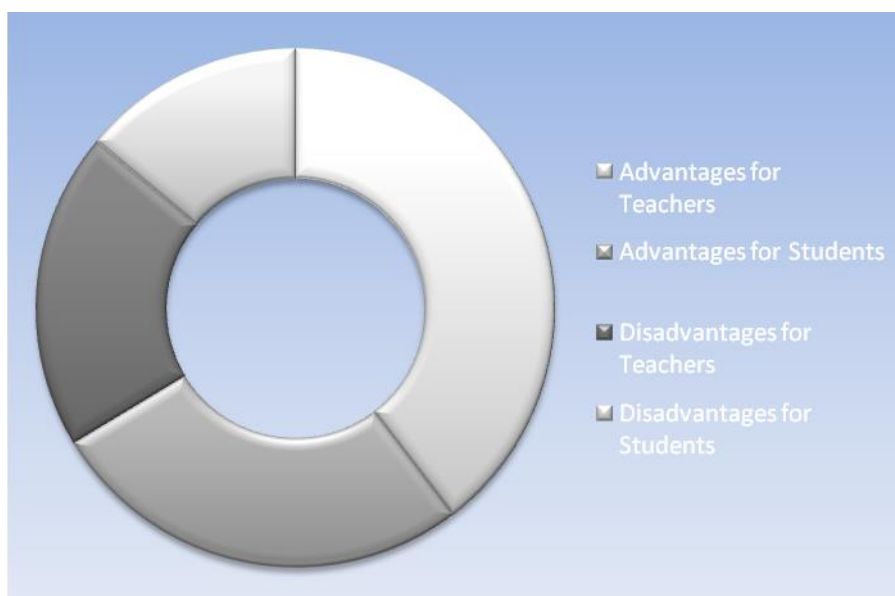


Figure 5. Teachers' Perceptions of the Advantages and Disadvantages of CCTV in Schools Relative to Teachers and Students

The following chapter presents a discussion of these results in relation to the literature and the research questions that served as a focal framework for the study.

The research questions were:

1. What do teachers perceive as the advantages of CCTV in schools?
2. What do teachers perceive as the disadvantages of CCTV in schools?
3. To what extent do teachers believe that the perceived advantages and disadvantages of CCTV in schools support or undermine current practices for teaching values?

CHAPTER FIVE – DISCUSSION

Having presented the results of the analysed data, the findings will now be discussed in relation to the research questions and the literature.

Research Question 1. What do teachers perceive as the advantages of CCTV in schools?

Safety.

The findings of the research revealed teachers' perceptions of the advantages of CCTV in schools to consist of three major factors. The factors were: improved safety in the school environment; support for behaviour management; and the ability to monitor teacher performance and student behaviour over prolonged periods. The most prevalent theme to emerge from the interview data was the potential of CCTV to contribute to improved safety in the school environment. All participants were in agreement that the presence of CCTV would serve as an effective tool for improved safety through its capacity to deter physical violence, enable rapid assistance in emergency situations and facilitate the collection of vital information required for the planning and design of the school environment. The collective responses of the participants' revealed the perceived need for strategies or methods for improving safety for all members of the school community.

These perceptions reflect Christie, Petrie and Christies' (1998) suggestion that increased public concern, media attention and political pressure over high levels of disruptive behaviour and violence in schools has prompted educators to search for new and more effective ways of combating the problem. All the teachers interviewed for this study held genuine and immediate concerns for issues of safety in schools.

The extent of these concerns was illustrated by the fact that although none of the participants held previous experience or knowledge of the effectiveness of CCTV in schools on improved safety outcomes, all participants showed a willingness to accept the technology as a positive aid to improved safety. This response implies that teachers' concerns over safety are so great that they would welcome any attempt to improve the current situation.

It became evident during the course of the study that teachers interviewed accept that their role as professional caregivers with legal responsibility for children's safety requires engagement in regular and ongoing professional development for the purpose of extending professional knowledge of the challenges of the evolving definition of duty of care for students. It is suggested by Jones (2003) that specific professional development activities are designed to generate awareness of the nature of risks that pertain to that duty of care, and the practices that are necessary to minimise those risks. The participating teachers described this awareness as a constant process of personal reflection and active assessment of their professional practice. Actively assessing risks in relation to future possibilities has become a key imperative of social organisational life (Giddens, 2002). As teachers hold legal responsibility for students and professional responsibility for the organisational structure of the school they are required to undertake continual risk assessment and risk prevention measures. The domains of a teacher's duty of care now routinely include responsibility for the protective welfare of students far beyond the traditional pedagogical relationship. Responsibilities include the protection of students from bullying, violence, failure to achieve learning outcomes, allergens, and numerous other factors. It is apparent that teachers are exposed to a diverse range of risks that require active assessment and response. This exposure to risk extends to

teachers' perceptions of professional risk. Teachers who are responsible for expanding domains of protection now work in what is described by McWilliam and Jones (2005) as a climate of suspicion. The climate of suspicion reflects the findings of this study which revealed teachers' anxiety of false accusations of inappropriate conduct. Each participants' response during the study indicated that as their awareness of risk increased so did their perceptions of vulnerability. These perceptions reflect the theories presented in psychological studies of risk perception and risk tolerance (Slovic, 1987; Gardiner & Gould, 1989). The theories generated from these psychological studies suggest that individuals who develop an awareness of potential risk in a given situation become tolerant of the risk. This tolerance results in the development of strategies to respond to the risk rather than the modification of the situation to prevent the risk. The risk tolerance theory might offer an indication as to why teachers hold positive perceptions of a new technology which they perceive as having the potential to primarily enable effective responses to risk, as opposed to the capacity to modify the risk.

Concerns over professional safety also reflect the changes in justifications for the use of CCTV for internal monitoring as opposed to external surveillance. Norris and Armstrong (1990) discuss the original intentions of the implementation of CCTV in schools as being for the purposes of protection and security. Although in the majority of schools CCTV remains focused on external threats, there is an increase in internal surveillance for the purpose of teacher and student monitoring. Teachers' views on the use of CCTV for that purpose will be discussed in the section dedicated to the monitoring of performance and behaviour.

Behaviour Management.

The second most prevalent theme to arise from the interview data was that of behaviour management. Each teacher interviewed identified the potential of CCTV to serve as an effective behaviour management tool. The participants attributed this potential to: the capacity of CCTV to act as a deterrent to inappropriate behaviour; the ability to provide reliable evidence of inappropriate behaviour; and the opportunity to gather information regarding factors that contribute to behaviour management issues. Without exception, the participants believed that if students were conscious of being observed and were aware of the resultant consequences they would be less likely to carry out inappropriate behaviour than if they were not under observation. These beliefs reflect early observations by Foucault (1977) which suggested that surveillance of an individual causes the subject to self-monitor and moderate their own behaviour. The collective perceptions of the participants are also consistent with research conducted by Norris and Armstrong (1998) that focused on the deterrent effect of CCTV which results in diminishing the potential for deviance. This is achieved “through the process of centralised and institutionalised socialisation through which dominant norms and values are inculcated, making deviance literally unthinkable” (p. 7).

In addition to the participants’ views that CCTV would encourage self-surveillance, three teachers also recognised the ability of CCTV to provide additional methods of observation to identify inappropriate behaviour. The ability to observe incidents remotely would facilitate immediate action to stop the incident from continuing. The participants’ perceptions of the potential of CCTV to encourage self surveillance and facilitate intervention are closely aligned to the findings of research focused on the influence of CCTV on social control. Social control facilitated by

CCTV surveillance may be seen to have two facets. Firstly, observations of unacceptable behaviour can result in immediate physical intervention of behaviour. Secondly, the awareness of the possibility of being subjected to observation encourages self-surveillance amongst individuals (Hope, 2009a).

Monitoring of teacher performance and student behaviour.

The results showed a unanimous agreement amongst the participants that monitoring teachers' performance using CCTV would provide distinct advantages for teaching practice. The advantages included: the opportunity to reflect on teaching performances; the potential for professional development; and the capacity to perform ongoing assessment to contribute to accountability in the teaching role. Each of the teachers interviewed recognised the value in being able to record their own teaching practice. Despite the obvious enthusiasm for this potential, it was interesting to note that only one participant had actively taken steps to record their own teaching practice. The benefits of video recording in the study of teaching and learning are well documented. Through collaborative research undertaken by the International Centre for Classroom Research [ICCR] the Australian Council for Educational Research [ACER] and RMIT University, ACER's chief executive officer Professor Geoff Masters (2003) identified video technology as a powerful tool for studying teaching and learning in classrooms. This was attributed to the fact that video records of what occurs in classrooms can be examined from different perspectives to provide a comprehensive picture of classroom life. The technology thus provides opportunities to identify factors that enhance student learning opportunities.

The result of the analysis of teachers' perceptions of the advantages of CCTV in schools has revealed several interesting findings. In particular: the extent to which

the teachers interviewed expressed their concerns regarding safety in the school environment; the perceived benefit of using CCTV to assist with behaviour management; and the value of using CCTV to monitor teachers and students for the purpose of improved teaching and learning. Perhaps the most interesting finding to be revealed is the fact that despite every participant recognising the advantages of having their own teaching practice monitored for the purpose of professional improvement, and the availability of research which identifies the benefits of video recording for teaching and learning, that it is not utilised more frequently in the classroom environment. The reason for this could possibly be attributed to the factors identified by the participants as disadvantages of CCTV in schools which are discussed in the following section.

Research question 2. What do teachers perceive as the disadvantages of CCTV in schools?

Use of evidence

The results of the study revealed that although the participants recognised the benefits of CCTV in schools, they also shared concerns about the way in which recorded evidence might be used. These concerns included: the possibility that evidence could be misinterpreted; the infringement on privacy; and the control of access to recorded material. Each teacher interviewed for the study expressed anxiety over the potential for evidence captured on CCTV to be misinterpreted by a third party. Five of the participants described the necessity of having rigid policies in place to govern the procedures for assessment of the evidence, and to control access to all recorded material. The majority of the participants felt that if CCTV was to operate in a positive climate of trust it would be necessary to issue guidelines for its use and

monitoring procedures. The feelings of the participants reflect the decision of the Australian Education Union Tasmanian Branch (2009) to implement a policy that includes a requirement for individual schools to provide prior justification for the implementation of CCTV monitoring and describes prohibited uses and acceptable location, duration and methods of surveillance. The policy also outlines the role of individual school codes of practice and monitoring committees to ensure ethical conduct throughout the process.

In addition to the concerns raised in relation to the misinterpretation of evidence and the potential implications for teachers, three participants discussed the issue of CCTV evidence resulting in the involvement of external authorities such as the police. These participants perceived that procedures for handling incidents of inappropriate behaviour such as bullying or theft from other students are currently based on internal intervention with the involvement of the parents of the perpetrator. The participants described what they perceive to be an increasing trend towards parents of the victim seeking some form of justice. These perceptions were consistent with the suggestion put forward by Norris et al. (1998) that contemporary society increasingly demands that inappropriate behaviour, and the legitimacy of taking disciplinary action is dependent on the production of evidence. CCTV technology effectively facilitates the production and storage of evidence in a manner that satisfies the demands of contemporary society. The participants feared that if undeniable evidence were available, schools would submit to pressure from parents to share the evidence with external authorities, possibly to the detriment of student wellbeing.

Negative effects.

Each participant was able to identify what they perceived to be the potential negative effects of CCTV. It was interesting to discover that although every participant had described the benefits of using CCTV to monitor teacher performance, five of the teachers interviewed envisaged that being under CCTV surveillance in the classroom could make individuals feel intimidated, scrutinised or judged. These participants believed that this could result in related negative effects which included: a reduction of individual teachers' confidence; insecurities about teaching practice which result in changes to content or teaching strategies; and an increase in teachers' stress levels. As no research has been conducted into the effects of CCTV on teacher performance or confidence, it is not possible to identify whether the participants' perceptions are reflected in the literature. However, as the teachers interviewed for the study drew on reflections of their own experiences of being under more traditional forms of surveillance, such as being observed by the principal for assessment purposes, it is foreseeable that similar perceptions might be held by other teachers.

In addition to the perceived negative effects for teachers, all of the teachers interviewed perceived there to be potential for a negative impact on students. These impacts included: a detrimental loss of confidence; an increase in exhibitionist behaviour; and an increase in displacement behaviour. Whereas only two participants believed that CCTV surveillance might result in a loss of student confidence, all participants agreed that the most likely impact would be that of the development of resistance strategies by students. These perceptions are consistent with the findings of research conducted by Hope (2009b). Hope argued that students subjected to surveillance may engage in deliberate resistance strategies. The strategies employed

in response to CCTV surveillance include avoidance and concealment. Avoidance strategies involve students recognising locations and times that surveillance is carried out and actively choosing to avoid those areas. Students seek out areas that are not subjected to surveillance, thus avoidance strategies lead to the displacement of behaviours or activities. This may result in the establishment of areas that require additional surveillance intervention. Avoidance and displacement activities indicate that surveillance may result in a change in location, time or style of inappropriate behaviour, rather than the effective prevention of the activity (Newburn, 2007). Concealment resistance strategies include the intentional act of blocking or obscuring the view available to the CCTV cameras. Although this action, if observed will almost certainly lead to physical intervention, the students' intentions are to prevent the recording of evidence, and thus enable students to deny involvement. The resistance strategies described are dependent on students' awareness of being observed. Marx (2003) raises the point that for resistance strategies to be employed, students must first be aware of the possibility of being actively observed. This awareness results in the students' adopting the strategy of counter-surveillance. Counter-surveillance describes the act of consciously assessing the source of surveillance. The location of cameras, view limitations, and whether or not the cameras are being actively monitored, are all taken into account by students who use counter-surveillance. Each of these resistance strategies indicate degrees of deceitful behaviour, however it is difficult to establish whether the use of CCTV surveillance causes students to develop more deceitful behaviour, or alternatively that new technology results in students expressing established behaviours through innovative outlets.

Negative perceptions.

Each of the teachers interviewed predicted that the inherent negative connotations that accompany representations of CCTV in the media, would inevitably lead to negative perceptions of CCTV in schools being held by individuals and communities. There was a common sentiment amongst the participants that unless parents and communities were educated about the positive reasons for using CCTV in schools, the general perception would remain a negative one. Two of the teachers interviewed believed that negative perceptions of CCTV would impact upon the student – teacher relationship. The justification given was that students would feel that using CCTV implies that teachers expect them to behave inappropriately. The teachers' reflected on their own experiences of the consequences of having low expectations of individual students, and applied their perceptions to predict the implications for students. These perceptions are consistent with what Furedi (1997) describes as a morality of low expectation. The implications of this are regarded by Garland (2001) to be that inappropriate behaviour becomes perceived as inevitable.

Research question 3: To what extent do teachers believe that the perceived advantages and disadvantages of CCTV support or undermine current practices for the teaching of values?

One of the aims of the research study was to reveal teachers' perceptions of the effects of CCTV in schools on the teaching of values. This was achieved through the detailed investigations of teachers' perceptions of the advantages and disadvantages of CCTV in addition to explicit interview questions regarding the potential effects on student values. The majority of participants held the perception

that the properties of CCTV would serve as an additional form of surveillance. As such, the teachers interviewed did not identify the role of CCTV as either supporting or undermining the teaching of values to students. Each of the teachers interviewed believed that the current approach to teaching values consisted of a combination of explicit and implicit strategies. The participants' responses to questions regarding student motivations to learn and enact values revealed a unanimous agreement that students are more inclined to respond to extrinsic motivators than to intrinsic ones. Each of the participants described their personal preference towards the encouragement of intrinsic motivation, however, their perceptions were that society relies heavily on extrinsic motivation and consequently children accept and expect to be extrinsically motivated.

The findings in relation to research question 3 confirm the conclusion arrived at through the exploration of the literature which revealed the absence of consideration given to the potential effects of CCTV surveillance in schools on student motivations to learn and enact values.

CHAPTER SIX – CONCLUSION AND RECOMMENDATIONS

Introduction

Having presented and discussed the findings of the research this final chapter will serve as a conclusion. The purpose of this chapter is to reflect on the aims and methodology of the project, summarise the significant findings to have emerged as a result of the project, and to propound recommendations for future consideration.

The project was initiated in response to the documented increase in the use of CCTV as a method of surveillance in schools. The aim of the project was to identify teachers' perceptions of the use of CCTV in schools. Dominant aspects of inquiry were constructed to guide and inform the investigation and support the collection of meaningful data. These aspects were framed by the following research questions:

1. What do teachers perceive as the advantages of CCTV in schools?
2. What do teachers perceive as the disadvantages of CCTV in schools?
3. To what extent do teachers believe that the perceived advantages and

disadvantages of CCTV in schools support or undermine current practices for teaching values?

The project embraced a phenomenological approach in order to faithfully capture the core meaning of teachers' perceptions. The collection of data was achieved through the use of individual semi-structured interviews designed to elicit responses to pre-defined questions which addressed the research questions whilst

also facilitating the opportunity to expand on the participants' responses as appropriate. Data analysis was achieved through the process of rigorous qualitative content analysis of transcribed interview responses. The process revealed inductively derived themes which were compared and categorised for presentation as results and discussed in relation to the literature and the research questions.

Analysis of the data resulted in findings which indicate that the teachers who participated in the study perceive there to be significant advantages to be achieved through the use of CCTV in schools. The advantages were regarded to be: improved safety in the school environment; support for behaviour management; and the ability to monitor teacher performance and student behaviour over prolonged periods. In addition to the perceived advantages, the process of analysis also revealed the participating teachers' perceptions of the disadvantages of CCTV. The disadvantages identified included: the possibility that recorded evidence may be misinterpreted; the infringement on privacy; and the control of access to recorded material. Interestingly, it was difficult to draw teachers' responses to the question concerning the effects of CCTV on students' intrinsic ethical motivations. Instead, participants focused their responses on the more practical effects of CCTV on students' extrinsic motivations to act 'appropriately.' While this is consistent with the absence of research on the subject, it does seem to reveal an area worthy of further investigation, especially in relation to more general studies concerning student motivation.

Recommendations

Identification of the perceptions held by key stakeholders in education has contributed to findings which have the potential to inform future considerations for educational practise, policy and research.

Recommendations for Practice.

The background of the study identified an increase in the number of schools using CCTV surveillance. Research into the justifications for this increase showed primarily a retrospective response to inappropriate behaviour. The findings of this study revealed teachers' perceptions of the benefits of CCTV in schools as a proactive approach to provide safer school environments, improve teacher performance and develop deeper understandings of the influences on student behaviour and learning. In light of this, it may be worthwhile to develop a consultative framework in which teachers and other stakeholders can discuss the value of CCTV in this context, in conjunction with the recommendations for education policy which are presented below.

Recommendations for Education Policy

The findings of the research revealed the participating teachers' concerns over the manner in which evidence gathered by CCTV may be interpreted and managed. As a result of the findings produced by this study it is recommended that future policies governing the use of CCTV in schools need to be produced through a consultative process involving key stakeholders in education including, but not limited to: teachers; parents; students; and community. It is also recommended that

consideration be given to the development of policies concerning access to recorded evidence and regulations regarding the purpose for which CCTV is used.

Recommendations for Education Research

The study has revealed the absence of specific research regarding the use of CCTV in schools. Further research will be necessary if a clear understanding of the complex issues surrounding the use of CCTV in schools is to be reached. The findings generated by this study have identified several aspects worthy of further research. The participants perceived that CCTV had the potential to contribute to safety, behaviour management and teacher improvement. These significant aspects were considered by the participants to be fundamental to the achievement of equitable learning outcomes for students and as such are regarded to be a priority for school improvement. At present there is no empirical evidence available to ascertain whether the participants' perceptions regarding the potential of CCTV to influence safety, behaviour management or teacher improvement accurately reflect reality. Therefore, it is recommended that research into the effectiveness of CCTV for the improvement of safety, behaviour management and teacher improvement be conducted to establish the potential of CCTV as a contributor to school improvement.

The participants' responses reflected their willingness to seek innovative and effective methods of improving their teaching practise. As previously mentioned in the discussion chapter, collaborative research conducted by the International Centre for Classroom Research [ICCR] the Australian Council for Educational Research [ACER] and RMIT University has identified Video Technology as a powerful tool for studying teaching and learning in classrooms. The installation of CCTV systems

in schools presents the potential to routinely record classroom teaching practises. It is recommended that research into the effectiveness of CCTV as a tool for improving teachers' practise be considered for inclusion as part of a comprehensive study into the benefits of using CCTV in educational settings.

The findings of this project indicate the need for further research. It is recommended that a generalisable quantitative study using themes revealed in this project be used to inform the framework for dominant aspects of inquiry and that the development of appropriate survey instruments be considered prior to future decisions regarding the implementation of CCTV surveillance in schools.

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APPENDIX A

Interview Schedule

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INTERVIEW SCHEDULE

Introduction

The following explanation of the research study will be given to the participant:

There has recently been a significant increase in the use of Closed Circuit Television (CCTV) surveillance in schools. This increase has raised questions regarding the justifications behind the use of CCTV and the potential effects on student behaviour. The reasons given for the implementation of CCTV surveillance in individual schools range from primarily a security measure to that of an overt method of behaviour control. This project is designed to focus on the current debate which questions the extent to which the pervasive characteristic of CCTV surveillance may affect the mode of motivation employed by students to learn and enact the values endorsed by Tasmanian schools.

Attention will be directed towards the Participant Information Sheet and Consent Form which contain details regarding the way in which the research will be conducted, the role of the participant and the rules of confidentiality. The participant will be given an opportunity to request clarification of any information before confirming their consent to participate in the interview process.

The participant will be asked to give permission for the interview to be recorded using a digital voice recorder. If permission is declined, consent for the interview to be recorded using hand written notes will be requested.

As an introduction to the questioning process, participants will be asked to give a brief outline of the grade level currently taught and the total number of years they have been teaching.

The following research questions will serve as the primary focus for the interview however, it is expected that participants' responses to the questions may elicit subordinate questions which will be explored as appropriate.

Questions

1. I would like you to contemplate the scenario of a primary school playground being monitored by CCTV surveillance.
 - What do you think the advantages might be?
 - What do you think the disadvantages might be?
- 1b. I would now like you to contemplate the scenario of CCTV surveillance taking place within your classroom.
 - What do you think the advantages might be?
 - What do you think the disadvantages might be?
2. What do you think are the main differences between intrinsically and extrinsically motivated actions or behaviour?
 - In what ways in your practice do you rely on either intrinsic or extrinsic motivators to encourage students to act in accordance with school values?
3. In your capacity as a teacher, are you required to teach specific values directed by a third party e.g. school or curriculum?
 - What are these values?
 - Who dictates which values to teach?
 - Please give an example of how these values are taught either explicitly or implicitly.
4. What effects do you think CCTV surveillance in schools might have on student motivations to learn and enact values?

Final question: are there any other experiences or further information that you would like to tell me about?

APPENDIX B

Participant Information Sheet

Locked Bag 1307 Launceston
Tasmania 7250 Australia
Phone (03) 6324 3263 Fax (03) 6324 3048
www.utas.edu.au/educ



PARTICIPANT INFORMATION SHEET SOCIAL SCIENCE/ HUMANITIES RESEARCH

Invitation

You are invited to participate in a research study into teachers' perceptions of the effects of CCTV surveillance in schools, on student motivations to learn and enact values.

The study is being conducted by Miss Amanda Yorke, a 4th year Bachelor of Education student at the University of Tasmania's Cradle Coast Campus, as part of an Honours study. The study will be co-supervised by Dr David Moltow and Dr Timothy Moss.

1. 'What is the purpose of this study?'

The purpose of the study is to investigate teachers' perceptions as to whether the use of Closed Circuit Television (CCTV) surveillance in schools has the potential to affect student motivations to learn and enact values supported by schools.

2. 'Why have I been invited to participate in this study?'

You have been chosen to participate in this study because it is considered that your contribution to the study will be valuable. The project will predominantly rely on your perceptions of how the use of CCTV surveillance in schools may affect student motivations to learn and enact the values currently described within the Australian National Framework for School Values Education.

4. 'What does this study involve?'

In order to gain your perceptions of the potential effects of CCTV surveillance in schools on student motivations to learn and enact values, we are seeking a 30 minute interview with you. In this interview we would like to ask you a few brief questions and ask you to discuss your perceptions. To assist the researcher, the interview will be recorded and transcribed for accuracy before any of your responses are documented. All data used in this

study will be identified only by the use of pseudonyms. Your identity will remain anonymous. It is important that you understand that your involvement in this study is voluntary. While we would be pleased to have you participate, we respect your right to decline. There will be no consequences to you if you decide not to participate. If you decide to discontinue participation at any time, you may do so without providing an explanation. All information will be treated in a confidential manner, and your name will not be used in any publication arising out of the research. All of the research will be kept in a locked cabinet within the School of Education at the University of Tasmania's Cradle Coast Campus. Access to this cabinet will be strictly limited to the researcher and co-supervisors of this study. Data will remain securely stored for five years, after which it will be destroyed.

5. Are there any possible benefits from participation in this study?

It is unlikely that you will notice any obvious benefits from this study in the immediate future. However, if we are able to take the findings of this small study and link them with a wider study, the result may provide valuable information for the Department of Education and lead to further consideration into the effects of CCTV surveillance in schools and the development of future policies governing its use. It will localize a topic that has world-wide interest and highlight the significance of the issue at state, national and international levels.

6. Are there any possible risks from participation in this study?

There are no specific risks anticipated with participation in this study. Your identity will remain completely confidential. Your participation is entirely voluntary and can be withdrawn, without penalty, at any stage of the study.

7. What if I have questions about this research?

If you would like to discuss any aspect of this study please feel free to contact the researchers.

Mandy Yorke	Dr David Moltow	Dr Timothy Moss
Researcher	Chief Investigator	Co-Investigator
Ph: 0409 066 800	Ph: (03) 6430 4913	Ph: (03) 6430 5286
ajyorke@postoffice.utas.edu.au	David.Moltow@utas.edu.au	Timothy.Moss@utas.edu.au

Once we have analysed the information we will be mailing / emailing you a summary of our findings. You are welcome to contact us at that time to discuss any issue relating to the research study.

This study has been approved by the Tasmanian Social Science Human Research Ethics Committee. If you have concerns or complaints about the conduct of this study should contact the Executive Officer of the HREC (Tasmania) Network on (03) 6226 7479 or email human.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. You will need to quote H11169

Thank you for taking the time to consider this study.

If you wish to take part in it, please sign the attached consent form.

This information sheet is for you to keep.

APPENDIX C

Principal Information Sheet

Locked Bag 1307 Launceston
Tasmania 7250 Australia
Phone (03) 6324 3263 Fax (03) 6324 3048
www.utas.edu.au/educ



PRINCIPAL INFORMATION SHEET

Dear Principal,

I am seeking your permission for a teacher employed at your school to participate in a research project. The study is being conducted by Amanda Yorke, a 4th year Bachelor of Education (Honours) student at the University of Tasmania's Cradle Coast Campus. The research will be co-supervised by Dr David Moltow and Dr Timothy Moss. The purpose of the study is to investigate teachers' perceptions of the effects of Closed Circuit Television (CCTV) surveillance in schools on student motivations to learn and enact values. For the purposes of this study it is not necessary for participants to have had any prior experience of CCTV use in schools.

In order to gain teachers' perceptions we are seeking to conduct individual 30 minute interviews with a teacher employed at the school. In this interview we would like to ask a few brief questions and ask the teacher to discuss their perceptions. To assist the researcher, the interview will be recorded and transcribed for accuracy before any responses are documented. All data used in this study will be identified only by the use of pseudonyms. The identity of the school and participant will remain anonymous.

Freedom to refuse or withdraw

It is important that you understand that your involvement in this study is voluntary. While we would be pleased to have your school participate, we respect your right to decline. There will be no consequences to you if you decide not to participate. If you decide to discontinue participation at any time, you may do so without providing an explanation. All information will be treated in a confidential manner, and your name will not be used in any publication arising out of the research. All of the research will be kept in a locked cabinet within the School of Education at the University of Tasmania's Cradle Coast Campus. Access to this cabinet will be strictly limited to the researcher and co-supervisors of this study. Data will remain securely stored for five years, after which it will be destroyed.

Concerns or complaints

If you would like to discuss any aspect of this study please feel free to contact either Dr David Moltow on ph 03 6430 4913 or Dr Timothy Moss on ph 03 6430 5286. The researchers would be happy to discuss any aspect of the study with you. Once we have analysed the information we will be mailing / emailing you a summary of our findings. You are welcome to contact us at that time to discuss any issue relating to the research study.

This study has been approved by the Tasmanian Social Science Human Research Ethics Committee. If you have concerns or complaints about the conduct of this study should contact the Executive Officer of the HREC (Tasmania) Network on (03) 6226 7479 or email human.ethics@utas.edu.au. The Executive Officer is the person nominated to receive complaints from research participants. You will need to quote H11169.

Results of investigation

All research reports associated with the project will be made available to your school.

Invitation

If you agree to accept the invitation for the teacher at your school to participate in this study please contact Amanda Yorke at ajyorke@postoffice.utas.edu.au

For further information or clarification about the research project please contact the researchers.

Amanda Yorke	Dr David Moltow	Dr Timothy Moss
Researcher	Chief Investigator	Co-Investigator
Ph: 0409 066 800	Ph: (03) 6430 4913	Ph: (03) 6430 5286
ajyorke@postoffice.utas.edu.au	David.Moltow@utas.edu.au	Timothy.Moss@utas.edu.au

Thank you for showing an interest in this project and taking the time to read this information. I look forward to working with you and the teacher at your school.

Yours sincerely

Amanda Yorke

David Moltow

Timothy Moss

APPENDIX D

Participant Consent Form

Locked Bag 1307 Launceston
Tasmania 7250 Australia
Phone (03) 6324 3263 Fax (03) 6324 3048
www.utas.edu.au/educ



CONSENT FORM

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1. I have read and understood the 'Information Sheet' for this project.
2. The nature and possible effects of the study have been explained to me.
3. I understand that the study involves the investigation of teachers' perceptions of the effects of CCTV surveillance in schools on student motivations to learn and enact values.
4. I understand that participation involves taking part in a 30 minute interview and that responses to interview questions will be recorded using a digital voice recorder.
5. I understand that participation involves no specific risks.
6. I understand that all research data will be securely stored on the University of Tasmania premises for five years and will then be destroyed.
7. Any questions that I have asked have been answered to my satisfaction.
8. I agree that research data gathered from me for the study may be published provided that I cannot be identified as a participant.
9. I understand that the researchers will maintain my identity confidential and that any information I supply to the researcher(s) will be used only for the purposes of the research.
10. I agree to participate in this investigation and understand that I may withdraw at any time without any effect, and if I so wish may request that any data I have supplied to date be withdrawn from the research.

Name of Participant: _____

Signature: _____

Date: _____

Statement by Investigator

- ☐ I have explained the project & the implications of participation in it to this volunteer and I believe that the consent is informed and that he/she understands the implications of participation
- ☐ The participant has received the Information Sheet where my details have been provided so participants have the opportunity to contact me prior to consenting to participate in this project.

APPENDIX E

Minimal Risk Ethics Application Approval

MEMORANDUM

HUMAN RESEARCH ETHICS COMMITTEE (TASMANIA) NETWORK

Social Science Ethics Officer
Private Bag 01 Hobart
Tasmania 7001 Australia
Tel: (03) 6226 2764
Fax: (03) 6226 7148
Marilyn.Knott@utas.edu.au



MINIMAL RISK ETHICS APPLICATION APPROVAL

13 May 2010

Dr David Moltow
Education
Private Bag 3508
Launceston

Ethics Reference: H11169

Being good for goodness' sake: An investigation into teachers' perceptions of effects of CCTV surveillance in schools on student motivations to learn and enact values

Student: Amanda Yorke (Honours)

Dear Dr Moltow

Acting on a mandate from the Tasmania Social Sciences HREC, the Chair of the committee considered and approved the above project on 10 May 2010.

Please note that this approval is for four years and is conditional upon receipt of an annual Progress Report. Ethics approval for this project will lapse if a Progress Report is not submitted.

The following conditions apply to this approval. Failure to abide by these conditions may result in suspension or discontinuation of approval.

1. It is the responsibility of the Chief Investigator to ensure that all investigators are aware of the terms of approval, to ensure the project is conducted as approved by the Ethics Committee, and to notify the Committee if any investigators are added to, or cease involvement with, the project.
2. Complaints: If any complaints are received or ethical issues arise during the course of the project, investigators should advise the Executive Officer of the Ethics Committee on 03 6226 7479 or human.ethics@utas.edu.au.

3. Incidents or adverse effects: Investigators should notify the Ethics Committee immediately of any serious or unexpected adverse effects on participants or unforeseen events affecting the ethical acceptability of the project.
4. Amendments to Project: Modifications to the project must not proceed until approval is obtained from the Ethics Committee. Please submit an Amendment Form (available on our website) to notify the Ethics Committee of the proposed modifications.
5. Annual Report: Continued approval for this project is dependent on the submission of a Progress Report by the anniversary date of your approval. You will be sent a courtesy reminder closer to this date. **Failure to submit a Progress Report will mean that ethics approval for this project will lapse.**
6. Final Report: A Final Report and a copy of any published material arising from the project, either in full or abstract, must be provided at the end of the project.

Yours sincerely

Melanie Horder
Ethics Officer

APPENDIX F

Department Of Education Ethical Approval

Department of Education
EDUCATIONAL PERFORMANCE SERVICES

2/99 Bathurst Street, Hobart
GPO Box 169, Hobart, TAS 7001 Australia



File: 965130

13 May 2010

Dr David Moltow
Faculty Research Ethics Coordinator
University of Tasmania
PO Box 3502
BURNIE TAS 7320

Dear Dr Moltow

Being good for goodness' sake: an investigation into teachers' perceptions of the effects of CCTV surveillance in schools on student motivations to learn and enact values

I have been advised by the Educational Performance Report Committee that the above research study adheres to the guidelines established and that there is no objection to the study proceeding.

Please note that you have been given permission to proceed at a general level, and not at individual school level. You must still seek approval from the principal of the selected school before you can proceed with your study. It would be appreciated if you would advise us of the names of the school when the selection process is completed.

A copy of your final report should be forwarded to Educational Performance Services, Department of Education, GPO Box 169, Hobart, 7001 at your earliest convenience and within six months of the completion of the research phase.

Yours sincerely

Irene Gray
Manager
(Educational Performance Services)
Cc Amanda Yorke

APPENDIX G

Excerpt From Coded Interview Transcript

#2 RT	adv	dis	ve	vm
<p>M- I would like you to contemplate the scenario of a primary school playground being monitored by CCTV surveillance. What do you think the advantages might be?</p> <p>R- Well, I thought it could help if there were accidents in the playground if it was monitored. It could also help you to assess the safety of the equipment and the grounds and everything would come into it. It would be evidence when children complain of things or if they said someone had hit them, and you've got it so you can see what went before, what went after. Would help you monitor bullying and things like that. And it would give you a lot of information about the safety of the equipment and which areas of the playground are better used. So it could help you in playground development and what else you need to do with that. And I was thinking that if while teachers are on duty and it was being monitored, that could be of assistance because you could get somebody there very quickly without having to make the call. And I was thinking about that incident in town that was caught on CCTV, the police actually got there before the call was made. And I was thinking that on a smaller scale in a school it would be pretty good wouldn't it.</p>	<p>S</p> <p>S</p> <p>M</p> <p>S/M</p> <p>S</p>			
<p>M- What do you think the disadvantages might be?</p> <p>R- I worry about the privacy of it but then i think that we walk through town and we are being monitored all the time and so on, so that is probably ok. But there would have to be protocols about who could see it. I mean because I wouldn't see that you would let just any parent see it because there's that that privacy issue with children isn't there. So there would have to be some sort of protocol as to who was or in what circumstances people could access the footage.</p> <p>M- Do you think that would involve parents giving permission to view footage in case their children are on it?</p> <p>R- Well, I haven't really thought it through properly but I was</p>		<p>Ev</p> <p>Ev</p>		